

Title of Material: \_\_\_\_\_

Publisher: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Passed for Research-Based Reading? \_\_\_\_\_ Yes \_\_\_\_\_ No

## Research-Based Reading for Grades Four - Eight



COMPREHENSIVE PROGRAM INFORMATION SHEET

COMPREHENSIVE PROGRAM \_\_\_\_\_

GRADE LEVEL \_\_\_\_\_

REVIEWER \_\_\_\_\_

- 1. DOES THE PROGRAM MEET THE DEFINITION OF A COMPREHENSIVE PROGRAM?
- 2. DID THE PUBLISHER SUBMIT EVIDENCE OF EFFECTIVENESS OF THE PROGRAM WITH AT-RISK POPULATIONS?

3.

AREAS OF WEAKNESS IN THIS GRADE LEVEL	WAYS TO ADDRESS AREAS OF WEAKNESS

- 4. PARTS OF THE PROGRAM THAT ARE NECESSARY TO PURCHASE TO TEACH THE CRITICAL COMPONENTS OF READING FOR THIS GRADE LEVEL:

# GRADES 4 – 8 Reading Textbook Review

## Correlation to Idaho Standards

PUBLISHER \_\_\_\_\_ Text \_\_\_\_\_

**Grading Key**   ☒ Clearly evident   ☐ Somewhat evident   ☐ Not present

1. Word Analysis		
Rating	Element	Evidence
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1a. Includes common prefixes such as un, con, dis, in, extra, over, re, trans, pre, de.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1b. Includes instruction in common suffices such as –er, -less, ful, ary, –able, -y	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1c. Teaches the correct usage of comparative suffixes such as –er, -est.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1d. Includes instruction in common morphemes such as therm, bio, duct, tract.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1e. The progression from simple to complex instruction in roots, prefixes and suffixes is in a logical sequence.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1f. Includes instruction in advanced phonetic elements (For example syllable division and/or decoding multi-syllabic words.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1g. Evidence of decoding instruction appears appropriate to grade level.	

## Sample Student Activities

### Word Analysis

<b><i>Structural Analysis</i></b>
<ul style="list-style-type: none"><li>• Find the word with the correct prefix in a complex sentence</li></ul>
<ul style="list-style-type: none"><li>• Identify word using correct suffix to complete sentence</li></ul>
<ul style="list-style-type: none"><li>• Identify the two words that make up a contraction</li></ul>
<ul style="list-style-type: none"><li>• Divide words into syllables</li></ul>
<b><i>Root Words, Suffixes, Prefixes</i></b>
<ul style="list-style-type: none"><li>• Identify the root or base word in a multi-syllable word</li></ul>

**Grading Key**

Clearly evident



Somewhat evident



Not present

2. Vocabulary		
Rating	Element	Evidence
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2a. Specific strategies to gain meaning from contextual clues.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2b. Provides opportunities to use context clues to derive meaning.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2c. Teaches multiple meanings (For example: drift. The snowdrifts were five feet high. vs. As we drift down the river we think of summers past.)	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2d. Provides opportunities to identify correct meaning for words with more than one definition.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2e. Materials explicitly teach synonyms, antonyms and homonyms.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2f. Provides opportunities for students to identify synonyms, antonyms, homonyms in context.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2g. Pre-teaches new vocabulary.	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2h. Provides multiple practice opportunities for acquiring new vocabulary.	

## Sample Student Activities

### Vocabulary

<b><i>Context Clues</i></b>
<ul style="list-style-type: none"><li>• Use context to determine meaning of specific word in paragraph of 30-60 words.</li></ul>
<ul style="list-style-type: none"><li>• Identify which of four words is the defined synonym for underlined word in sentence</li></ul>
<ul style="list-style-type: none"><li>• Know vocabulary with/ without context</li></ul>
<b><i>Antonyms, Homonyms, Synonyms</i></b>
<ul style="list-style-type: none"><li>• Given a sentence with a missing word, identify correct missing word from a list of homonyms</li></ul>
<ul style="list-style-type: none"><li>• Find pairs of words that are synonyms (defined in question)</li></ul>
<ul style="list-style-type: none"><li>• Find groups of words with meaning that is similar to a given word</li></ul>

## Reading Textbook Correlation to Idaho Standards

**Grading Key**    ☒ Clearly evident    Somewhat evident    ☐ Not present

<b>3. Literal Comprehension</b>			
<b>Rating</b>	<b>Element</b>	<b>Evidence</b>	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3a. Provides practice in locating information. For example, using a dictionary, thesaurus, index, table of contents, bibliography, etc.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3b. Provides instruction and practice in sequencing information		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3c. Provides opportunities for students to determine the correct order of events in both narrative and expository text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3d. Provides instruction and practice in locating, and summarizing information within technical writing.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3e. Provides instruction and practice in determining main ideas and supporting details for both narrative and expository text.		

## Sample Student Activities

Literal Comprehension	Evidence
<i>Locating Information</i>	
<ul style="list-style-type: none"> <li>Use Table of contents: <ul style="list-style-type: none"> <li>Find page number of a particular story</li> <li>Determine which part of a book information can be found</li> </ul> </li> </ul>	
<i>Reading Directions</i>	
<ul style="list-style-type: none"> <li>Format: Read some complex sentences in passages that include up to 7 steps, 60 words</li> <li>Determine what to do before or after specific steps</li> <li>Understand directions in a simple label</li> <li>Find detail in simple directions</li> </ul>	
<i>Sequencing</i>	
<ul style="list-style-type: none"> <li>Format: Read up to 150 word passages with clue words rarely given</li> <li>Determine first or last event from list of events in scrambled order</li> <li>Recognize simultaneous events (when this happens, something else happens)</li> <li>Recognize first in order of events when written not in actual order of occurrence</li> <li>Identify what happens first in a subset of events from a longer passage</li> <li>Recognize what happens after another event when reading a schedule</li> <li>Identify what happens next or second, clue words supplied</li> <li>Paraphrase events, recognizing first or last in order</li> <li>Discriminate small but important details in ordering events</li> </ul>	
<i>Reading for Detail</i>	
<ul style="list-style-type: none"> <li>Format: Read longer passages, some up to 100 words; at upper RIT ranges, passages contain less familiar content and more difficult vocabulary</li> <li>Isolate details necessary to answer a question when given many details</li> <li>Find exact words in a passage to answer a question</li> <li>Recognize pronoun substitution for noun</li> <li>In a letter, understand "I" and the author are the same person</li> <li>Recognize important details when in a sentence with complex phrasing (no longer simple, straightforward sentences)</li> <li>Combine details from several sentences or rephrase details to answer a question</li> <li>Identify the speaker in a short one-speaker passage</li> <li>Use important details to generalize an answer</li> <li>In a longer passage with longer, more complex sentences and more difficult vocabulary, locate important details necessary to answer a question</li> <li>Understand the relationship between details</li> <li>Discriminate between details that <u>are</u> and <u>are not</u> stated in a passage</li> <li>Use reasoning, word clues, and recognition of pronoun meaning to identify speaker in a short passage containing more than one person</li> </ul>	



**Grading Key**

Clearly evident



Somewhat evident



Not present

4. Interpretive Comprehension			
Rating	Element	Evidence	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4a. Provides instruction and practice in making inferences and drawing conclusions from narrative text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4b. Provides instruction and practice in making inferences and drawing conclusions from expository text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4c. Systematically models and reviews prediction and generalizations of narrative text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4d. Systematically models and reviews prediction and generalizations of expository text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4e. Provides instruction and practice in summarizing and synthesizing information gained from both narrative and expository text.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4f. Systematically models and reviews identifying cause and effect.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4g. Provides instruction and practice in identifying problem/conflict and solution/resolution.		

## Sample Student Activities

Interpretive Comprehension	Evidence
<i>Draw Conclusions/Inferences</i>	
<ul style="list-style-type: none"> <li>• Make inferences from announcements</li> </ul>	
<ul style="list-style-type: none"> <li>• Make inferences about directions on labels</li> </ul>	
<ul style="list-style-type: none"> <li>• Make inferences about a character type within a variety of literature</li> </ul>	
<ul style="list-style-type: none"> <li>• Make inferences from information found on book flap</li> </ul>	
<ul style="list-style-type: none"> <li>• Make inferences from textbook technical reading</li> </ul>	
<ul style="list-style-type: none"> <li>• Form a conclusion based on interpretation of information from a variety of sources</li> </ul>	
<i>Predictions and Generalizations</i>	
<ul style="list-style-type: none"> <li>• Predict future events based on prior conclusions drawn</li> </ul>	
<i>Summarize and Synthesize</i>	
<ul style="list-style-type: none"> <li>• Identify main idea in magazine articles or stories from other sources</li> </ul>	
<i>Cause and Effect</i>	
<ul style="list-style-type: none"> <li>• Read slightly longer passages, with more difficult content and vocabulary which use clue words “since” and “because of”</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate combining several pieces of information to understand the cause and effect relationship</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify which is the “cause” and which is the “effect” when given a situation</li> </ul>	

## Reading Textbook Correlation to Idaho Standards

**Grading Key**   ☒ Clearly evident   ☐ Somewhat evident   ☐ Not present

5. Evaluative Comprehension			
Rating	Element	Evidence	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5a..Systematically models and reviews analyzing author's point of view		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5b. Includes instruction in persuasive elements, propaganda, bias, assumptions and stereotypes		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5c. Provides instruction and practice in categorizing and classifying information		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5d. Provides instruction and opportunities for students to distinguish between fact and fiction		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5e. Provides multiple opportunities for students to compare and contrast information from both narrative and expository text.		

## Sample Student Activities

Evaluative Comprehension	Evidence
<i>Evaluate Validity/Author's Conclusions</i>	
<ul style="list-style-type: none"> <li>Determine the most qualified source of information</li> </ul>	
<ul style="list-style-type: none"> <li>Determine which facts best support a conclusion or an opinion</li> </ul>	
<ul style="list-style-type: none"> <li>Determine the most valid conclusion when given a simple event or situation</li> </ul>	
<ul style="list-style-type: none"> <li>Distinguish what is true or factual from what might be inferred when given a simple passage</li> </ul>	
<ul style="list-style-type: none"> <li>Determine the validity of opinions based on facts given in a short simple passage.</li> </ul>	
<i>Persuasive Elements, Propaganda, Bias, Assumptions, Stereotypes</i>	
<ul style="list-style-type: none"> <li>Format: Read longer passages, up to 100 words, where situations are still fairly straightforward, with basic vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>Determine the purpose of an advertisement or other persuasive writing</li> </ul>	
<ul style="list-style-type: none"> <li>Determine what the writer wants the reader to notice or care about</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize techniques used in ads or other persuasive writing to persuade readers</li> </ul>	
<ul style="list-style-type: none"> <li>Distinguish facts from persuasive elements in an advertisement</li> </ul>	
<ul style="list-style-type: none"> <li>Infer errors in a character's thinking that lead to stereotyping when given a basic scenario</li> </ul>	
<ul style="list-style-type: none"> <li>Infer who is speaking/writing based on his/her opinions or way of thinking</li> </ul>	
<i>Categorize/Classify Information, Thinking Skills</i>	
<ul style="list-style-type: none"> <li>Identify words belonging to the same category based on attributes of the words themselves</li> </ul>	
<ul style="list-style-type: none"> <li>Identify which item belongs to a group based on secondary attributes</li> </ul>	
<ul style="list-style-type: none"> <li>Identify which sentence does not relate to a more specific topic when given sentences all relating to a general topic</li> </ul>	
<ul style="list-style-type: none"> <li>Identify which word is <u>not</u> a member of a group or category based on information in a passage or specific definitions</li> </ul>	
<ul style="list-style-type: none"> <li>Identify which items belong in a common group when given words that may have multiple meanings</li> </ul>	
<ul style="list-style-type: none"> <li>Determine simple logical relationships (if – then)</li> </ul>	
<ul style="list-style-type: none"> <li>Determine where information will most likely be found based on attributes</li> </ul>	
<ul style="list-style-type: none"> <li>Determine category names for words in up to three different categories</li> </ul>	
<ul style="list-style-type: none"> <li>Determine how sentences are all alike (main topic)</li> </ul>	
<ul style="list-style-type: none"> <li>Determine which would not be attributes of another item when given words, some with multiple meanings</li> </ul>	
<ul style="list-style-type: none"> <li>Determine analogous relationships</li> </ul>	
<i>Fact and Opinion</i>	
<ul style="list-style-type: none"> <li>Format: As RIT increases, difficulty of vocabulary increases, longer sentences or passages are used, and content becomes less familiar and more difficult</li> </ul>	
<ul style="list-style-type: none"> <li>Distinguish what is fact from that which is inferred when given a short passage</li> </ul>	
<ul style="list-style-type: none"> <li>Know the meaning of the words “fact” and “opinion”</li> </ul>	
<ul style="list-style-type: none"> <li>Determine if statements are true, false, fact, or opinion</li> </ul>	
<ul style="list-style-type: none"> <li>Identify factual statements made based on information found in a longer passage</li> </ul>	
<ul style="list-style-type: none"> <li>Identify word clues that signal an opinion</li> </ul>	
<i>Compare and Contrast</i>	
<ul style="list-style-type: none"> <li>Contrast information (how are they different?) when given a factual paragraph</li> </ul>	
<ul style="list-style-type: none"> <li>Locate appropriate information to compare or contrast in longer passages with unfamiliar content</li> </ul>	

Grading Key



Clearly evident



Somewhat evident



Not present

6. Literary Analysis			
Rating	Element	Evidence	
<input type="radio"/> <input type="radio"/> <input type="radio"/>	6a. Provides instruction and practice characteristics with a variety of literary genres.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	6b. Provides instruction and practice in identifying literary devices (e.g. mood, tone, style, figurative language.)		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	6c. Explicitly teaches and provides practice in identifying story elements (e.g. characters, setting, point of view, plot structure, theme, etc.		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	6d. Provides opportunities to identify author’s writing style and point of view.		

## Sample Student Activities

Literary analysis	Evidence
<i>Genre</i>	
<ul style="list-style-type: none"> <li>Identify vivid and descriptive writing</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize autobiographical writing</li> </ul>	
<ul style="list-style-type: none"> <li>Use writing as a rule for giving directions</li> </ul>	
<ul style="list-style-type: none"> <li>Understand form and general characteristics of folk tales</li> </ul>	
<ul style="list-style-type: none"> <li>Understand the structure of poetry by its rhyme and length of lines</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize science fiction</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize a book review</li> </ul>	
<i>Literary Devices</i>	
<ul style="list-style-type: none"> <li>Use the story structure as a literary device</li> </ul>	
<ul style="list-style-type: none"> <li>Determine how author develops character traits through inference</li> </ul>	
<ul style="list-style-type: none"> <li>Use descriptive dialogue to develop tone</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize foreshadowing as a literary device in writing</li> </ul>	
<ul style="list-style-type: none"> <li>Find a figure of speech and explain</li> </ul>	
<ul style="list-style-type: none"> <li>Understand the author's purpose in use of similes</li> </ul>	
<ul style="list-style-type: none"> <li>Understand the meaning of symbolism in stories</li> </ul>	
<ul style="list-style-type: none"> <li>Identify exaggeration and understand its impact on story line</li> </ul>	
<i>Story Grammar</i>	
<ul style="list-style-type: none"> <li>Use figurative language, sequence of events, word choice, suspense, imagery that creates complex interest</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize dialogue that provides a variety of purposes and information</li> </ul>	
<i>Story Elements</i>	
<ul style="list-style-type: none"> <li>Describe complex character description</li> </ul>	
<ul style="list-style-type: none"> <li>Understand complex problems and develop one or more solutions</li> </ul>	